Montana
Office of Public Instruction
Denise Juneau, State Superintendent

opi.mt.gov

RTI Elementary:
Reading

Professional Development Module
RTI Implementation

Preparation: Arrive <u>at least</u> a half hour early. Have your space set-up at least fifteen minutes before participants arrive. Greet participants as they arrive to establish rapport. Materials Needed: Parking lot, pencil boxes, pencils, sticky notes, highlighters, markers, chart paper, tape, music of your choice, speakers, projector, screen

Say: *Welcome to the Professional Development Module for elementary RTI: Reading. I'm glad you're here!*

Say: *This training identifies evidence-based practices that will validate what you are already doing in your teaching practice and will hopefully motivate you to want to try some new practices.*

Orientation to Materials
Quickly walk participants through the materials for the module, pointing out the sections below. As you point out each section, have participants tab each section with a sticky note.

•**Professional Development Lesson Overview and Visual Diagram**: Explain that the diagram is simply the overview diagram for the module—we will discuss this diagram in more depth in a moment. Explain that the lesson plan is very important for their own implementation of the module, as it provides an overview for each slide and activity, coupled with the recommended time for each slide and activity. This lesson planning chart is extremely helpful not only in their own preparation, but also if they have to spread out the module over several smaller sessions, as it can help determine what can be covered for each session.
•**Presenter Notes**: Explain that the presenter notes are the slides that contain all of the notes for the presenter. Note that participant notes or any media, such as a movie, is needed they will see an icon on the slide as an indicator.
•**Participant Notes**: Explain that the participant notes are simply the slides in a handout format so that participants can take notes during the presentation.
•**Handouts:** Explain that the handouts are additional resources that will be referenced often. The handouts have been created by Doing What Works website and the Montana Office of Public Instruction.

Explain that as you work today, you will be using a signal to let participants know when discussion time is ending and that you need their attention up front.

Model/practice the signal you will use to bring the group back together after small group discussions and activities (ex., count down, hand raise, cue word, etc.)

Then, move to the next slide to establish additional norms for the day.

No Media
No handout

RTI Implementation

Say: *This modules provides information on strategies for establishing a system-wide framework for RtI to support the three recommended practices.*

Implementation encompasses the groundwork and support needed to put the recommended practices into action. RtI begins with a system-wide framework that includes universal screening and ongoing progress monitoring, differentiated instruction based on data, and systematic teaching that is explicit and focused on foundational skills.

Districts and schools need leadership and specific guidance at all levels to support implementation of the components of a multi-tiered system.

State-level leadership teams can inform policy decisions and provide guidance on assessments, instructional resources, and funding allocation. Districts in Montana have the opportunity to receive ongoing training and technical assistance. Regional CSPD provides professional development and coaching in RtI implementation based on their current phase of implementation.

No Media
No Handout

Say: *This visual diagram illustrates the recommended practices found in an effective RtI framework. The recommended practices include universal screening, progress monitoring and differentiation, and systematic skill instruction.*

You have a larger copy of this slide in your handouts for easier viewing.

Take one minute to scan this diagram.

Say: *Now turn to a shoulder partner and discuss the components of the diagram. Be prepared to share something from the diagram with the group.*

Call on two or three individuals to share something they observed about the diagram.

Media is imbedded in power point: *Response to Intervention Framework in Primary Grade Reading* Visual Diagram
Handout #1: *Response to Intervention Framework in Primary Grade Reading* Visual Diagram
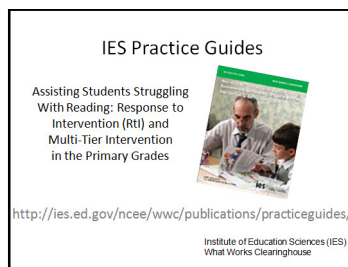
Recommended Practices

1. Universal Screenings

2. Progress Monitoring and Differentiation
   Based on Data

3. Systematic Instruction

Say: *This module will provide an overview of each of these three recommended practices through various multimedia and activities.*

Say:

RtI begins with a systemwide framework that includes
1. universal screening and ongoing progress monitoring,
2. differentiated instruction based on data, and
3. systematic teaching that is explicit and focused on foundational skills.
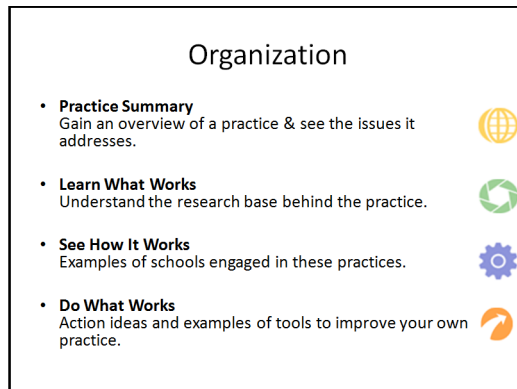
No Media
No Handout

IES Practice Guides

Assisting Students Struggling
With Reading: Response to
Intervention (RtI) and
Multi-Tier Intervention
in the Primary Grades

http://ies.ed.gov/ncee/wwc/publications/practiceguides/

Institute of Education Sciences (IES)
What Works Clearinghouse

Say: *This Practice Guide is the foundation for the Doing What Works content on Response to Intervention in reading. The practice guide is available on the US Department of Education's Institute of Education Sciences What Works Clearinghouse website if you would like more information.*

The Practice Guide was developed by an expert panel convened by the Institute of Education Sciences.

Assisting Students Struggling With Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades: Includes five recommendations designed to help educators use Response to Intervention (RtI) practices to identify students who need assistance in reading and to implement focused interventions to promote their reading achievement. A summary of the research evidence and a level of evidence rating are provided for each recommendation. For the Doing What Works website, these five recommendations have been merged into four practices.

http://ies.ed.gov/ncee/wwc/publications/practiceguides/

No Media
No Handout

Organization

- **Practice Summary**
  Gain an overview of a practice & see the issues it addresses.

- **Learn What Works**
  Understand the research base behind the practice.

- **See How It Works**
  Examples of schools engaged in these practices.

- **Do What Works**
  Action ideas and examples of tools to improve your own practice.

Say: Each practice is organized on the Doing What Works website into these four categories.

Practice Summary
This section offers an overview of the practice & see the issues it addresses. These slides are indicated with the orange globe icon.

Learn What Works
This section offers a better understand about the research base behind the practice. These slides are indicated with the green circle icon.

See How It Works
This section offers examples of schools engaged in these practices. These slides are indicated with the blue cog icon.

Do What Works
This section offers action ideas and examples of tools to improve your own practice. This section pulls all of the ideas together from the previous three sections. These slides are indicated with an icon that displays an orange circle with an arrow in it.

No Media
No handout

Establish a system-wide framework
for RtI to support the three
recommended practices.
Practice Summary

Implementation encompasses the groundwork and support needed to put the recommended practices into action.

RtI begins with a systemwide framework that includes
1. universal screening and ongoing progress monitoring,
2. differentiated instruction based on data, and
3. systematic teaching that is explicit and focused on foundational skills.

Districts and schools need leadership and specific guidance at all levels to support implementation of the components of a multi-tiered system.

State-level leadership teams can inform policy decisions and provide guidance on assessments, instructional resources, and funding allocation.
Some states have provided high-level support for RtI implementation through special training or technical assistance centers that are charged with
working with local districts and schools. In those cases, district-level teams can access professional development and coaching in RtI
implementation. Schools will need to provide extensive training and ongoing support to staff to ensure fidelity and sustain an RtI framework.

No Media
No Handout

RtI Implementation

Multimedia Overview:
Response to Intervention: Framework in Reading
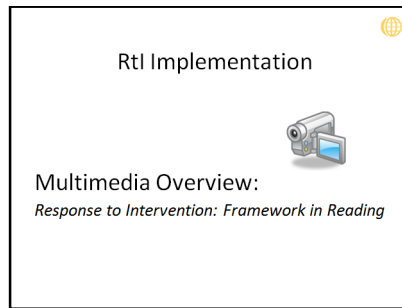
Say: *Watch this brief overview to learn how Response to Intervention (RtI) systems are designed to identify students potentially at risk in reading and then provide them with the support they need to develop foundational reading skills.*

The overview introduces three recommended RtI practices:
1. Universal Screening
2. Progress Monitoring and Differentiation
3. Systematic Skill Instruction

Media: Multimedia Overview: Response to Intervention: Framework in Reading (4:39)
Handout: None

Activity: Video Reflection

1. Why is schoolwide implementation of a practice important? How does this relate to the idea of program fidelity?
2. What did Dr. Johnson mean when he said that when implementing a new instructional practice, schools must have a " clear notion of what is the real result that they're trying to achieve?"
3. Describe the analogy of "teaching like you're feeding the chickens." How can effective use of data help educators avoid this?

Tell participants that they are now going to have an opportunity to reflect on the video in small groups.

1. Direct participants to gather together their four sticky notes. Quickly review the agreed upon norms for group work.
2. Then, direct participants to meet with their twelve o'clock APPOINTMENT CLOCK PARTNER.
3. Once they have found their partner, they should find another partner pair next to them to form a group of four.
4. In their group of four, they should discuss with their groups their sticky note reflections, using the questions on the slide as a guide.
5. Once most groups seem finished, direct participants back to their seats.
6. Use popsicle sticks to randomly call on participants to share out their group's ideas and reflections. Then, give participants a moment to write down two "take away" ideas that they would like to add to their Maintaining a Consistent Focus on Improving Instruction notes and ideas page
7. Conclude by noting the following:
   - There are many ways to address a school's needs, but if instruction does not change, achievement will not change.
   - Programs alone do not make the difference between high- and low-performing schools. The entire school staff must believe in the new practices being pursued and implement these practices to the highest fidelity possible.
   - Successful schools focus on a small number of practices that match their students' needs, rather than getting caught up in making many changes for the sake of making changes.
   - All practices must acknowledge that the ultimate goal is improving student learning. Teachers cannot merely present content—they must ensure that their students are learning. This is what Dr. Johnson meant when we said that schools must have a clear notion of what is the real result that they're trying to achieve.
   - Teachers must _constantly_ be looking for that evidence of learning—not just through assessments, but also through quick checks for understanding, which will discuss in more depth later. The bottom line is that great schools are constantly focused on, "Are the students learning, and are they learning well?" And wherever they are not, then they are constantly asking themselves, "How can we change our instruction? How can we improve it? How can we make it more effective?" No more just feeding the chickens! ☺
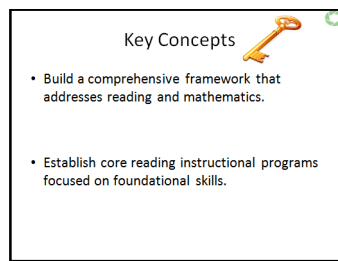
Media: No media
Handout #2: Maintaining a Consistent Focus on Improving Instruction notes and ideas page

Establish a system-wide framework
for RtI to support the three
recommended practices.

Learn What Works

Say: *Next we are going to explore the research behind the practice in the "Learn What Works" section of RTI Implementation.*

No Media
No Handout

Key Concepts

- Build a comprehensive framework that addresses reading and mathematics.

- Establish core reading instructional programs focused on foundational skills.

Build a comprehensive framework that addresses reading and mathematics.

The components of an RtI framework are consistent whether or not a district is focusing on reading or math or addressing both subjects at the same time. Those components include: universal screening, ongoing progress monitoring, quality core instruction for all students, and a system of tiered interventions to address students' skill needs.

When schools take stock of what they already have in place, it is likely that some components of an RtI system are already part of the instructional program, for example, a system of formative assessments for monitoring progress. Districts and schools will take different paths to building out an RtI framework depending on what is already working well and what components they need to develop.

Implementation will involve cooperation among school personnel at many levels so it is a good idea to create a leadership team that includes representatives from special education, services to English learners, subject matter and assessment specialists, and classroom teachers. Full implementation of an RtI framework usually requires several years.

Establish core reading instructional programs focused on foundational skills.

Once schools have established a core curriculum aligned with state and district standards, they can choose intervention programs that are compatible with the core program and then provide intensive small-group or individualized instruction. Alignment with the core program is not as critical as ensuring that tiered instruction is systematic and explicit and focuses on the high priority reading skills.

No Media
No Handout

Key Concepts

- Create leadership teams in districts and schools to facilitate implementation of RtI components.

- Provide professional development and instructional supports to sustain high-quality implementation.

Create leadership teams in districts and schools to facilitate implementation of RtI components.

Leadership teams are responsible for building the infrastructure to support an effective RtI framework. District teams are able to provide guidance to schools in evaluating and selecting core programs and assessment measures, managing data collection and reporting, and coordinating professional development opportunities and instructional resources across schools.

Building-level teams facilitate direct implementation of the key components by coordinating staff and resources, scheduling and other logistics, and guiding teacher teams in using data and providing interventions at the student's level of need.

Provide professional development and instructional supports to sustain high-quality implementation.

Staff will require adequate training and support to successfully implement the recommended practices. Districts can work with regional and state networks to bring external opportunities for training and technical assistance to schools. At the building level, coaches and specialists can provide staff development, ongoing classroom support, and collaborative experiences to advance teachers' skills in implementing RtI components.

No Media
No Handout

RTI Implementation

Learn What Works:
•Expert Interview:
The Phases of RtI Implementation

•W. David Tilly III, Ph.D.
Innovation and Accountability Iowa Heartland
Education Agency

Say: *In this expert interview we will hear Dr. David Tilly share lessons from the experiences of several decades of providing technical assistance to help districts and schools in Iowa implement RtI frameworks. He describes the activities at three phases of implementation: consensus building, infrastructure building, and full implementation.*

Media: The Phases of RtI Implementation (6:12)
Handout: None

Partner Discussion

Tell, Add, Check

Tell everything you
remember about the video

Add by filling in or clarifying

Check and see if responses
align to the video (next two
slides)

Say: *Tell your partner about the ideas you remember from Dr. Gersten and Dr. Vaughn's discussion regarding the evolution of RTI. Add by filling in or clarifying. Check and see if your responses align to the video (next two slides).*

This time find your "The Hat" partner.

Give participants 3-5 minutes for this discussion.

Check in with individuals and refer to the next two slides as they give answers that align with the video.

No Media
No handout

The Phases of RtI Implementation

- Instruction needs to continually improve because instruction directly impacts student learning
- The better instruction we are able to provide to our students, the better the learning outcomes are
- RtI doesn't tell people what to think; it tells them what to think about

Say: *Instruction needs to continually improve because instruction directly impacts student learning*
The better instruction we are able to provide to our students, the better the learning outcomes are
RtI doesn't tell people what to think; it tells them what to think about.

No Media
No Handout

The Phases of RtI Implementation

- There's a predictable pattern of phases involved in the implementation process
  - consensus building
  - infrastructure building
  - implementation
- Full implementation deals with the process of institutionalizing and building the practices into the fabric of the culture of the building.
- There are benefits to the system that accrue at all levels, but it is a process, and it doesn't occur overnight.

Say: *There's a predictable pattern of phases involved in the implementation process*
   consensus building
   infrastructure building
   implementation
Full implementation deals with the process of institutionalizing and building the practices into the fabric of the culture of the building. There are benefits to the system that accrue at all levels, but it is a process, and it doesn't occur overnight.

No Media
No Handout

RTI Implementation

Learn What Works:
•Expert Interview:
How RtI Changes Special Education

•W. David Tilly III, Ph.D.
Innovation and Accountability Iowa Heartland
Education Agency

Say: *Listen as Dr. Tilly traces some of the major changes that have occurred in special education practice in Iowa as a result of RtI implementation. He describes the RtI influence on the process of diagnosing learning needs, the move away from disability labels, the use of different types of assessments, and the emphasis on targeted instructional strategies.*

Media: Expert Interview: How RtI Changes Special Education (6:02)
Handout: None

State Leadership:

Establish a system-wide framework for RtI to support the three recommended practices.

See How It Works

Say: *Next we are going to explore some examples from states that are currently engaged in this practice in the "See How it Works" section of RTI Implementation for State Leadership and District and School Leadership.*

No Media
No Handout

RTI Implementation

See How It Works:
•Presentation:
Partnering General and Special Education

•John Tommasini, Ph.D. and Edward Vollbrecht, Ph.D.
Pennsylvania Department of Education

Say: *In this presentation John Tommasini and Edward Vollbrecht directors of Pennsylvania state agency bureaus describe the state's approach to implementing RtI. They discuss policies, tools for determining readiness to implement RtI, and the types of assistance offered to school districts.*

Media: Expert Interview: Partnering General and Special Education (8:25 min.))
Handout: No Handout

RTI Implementation

See How it Works:
•Video Interview:
State Leadership: Building an RtI System

•Gerald Zahorchak, Ed. D.
Pennsylvania Department of Education

Say: *Listen as Gerald Zahorchak, Pennsylvania Secretary of Education, describes how Response to Intervention has served to align Pennsylvania's reform and improvement framework.*

In Pennsylvania, RtI is known as RtII for Response to Instruction and Intervention.

Media: State Leadership: Building an RtI System (4:35)
Handout: No Handout

RTI Implementation

See How It Works:
•Video Interview:
Setting the Stage for RtI Implementation

•Joy Eichelberger, Ed. D.
Pennsylvania Department of Education

Say: *In this next interview Joy Eichelberger, Pennsylvania's RtI State Lead and Director of Intervention Services for regional provider PaTTAN, describes the state's RtI rollout strategy. She shares lessons learned from pilot schools and preliminary achievement results from implementing schools.*

Find the Readiness Self-Assessment Tool for Elementary Schools handout.   Take a few minutes to review this tool.

Media: Video Interview: Setting the Stage for RtI Implementation (6:00)
Handout #3: RtI Readiness Self-Assessment Tool for Elementary Schools

Say: *Find the Lesson's from Iowa Cloze Activity handout. Fill in the blanks as you listen to Lana Michelson, chief of Iowa's Bureau of Student and Family Support Services, and Eric Neessen, consultant for School Psychological Services, discuss Instructional Decision Making (IDM). IDM is a general education initiative that has changed teacher roles.*

Media: Audio Interview: Lessons from Iowa About RtI (6:34)
Handout #4: Lessons from Iowa Cloze Activity

District and School Leadership:

Establish a system-wide framework
for RtI to support the three
recommended practices.

See How It Works

Say: *Next we are going to explore some examples from schools that are currently engaged in this practice in the "See How it Works" section of RTI Implementation for District and School Leadership.*

No Media
No Handouts

RTI Implementation

See How It Works:
•Audio Interview:
RtI Training for School Districts

•Erin Lolich
Tigard-Tualatin School District

Say: *Listen as Erin Lolich, an administrator, in the Tigard-Tualatin School District and the director of professional development in RtI for 32 school districts, describes the types of training, coaching, and monitoring that districts find helpful.*

Find the District Implementation Tracking Plan handout.

Media: Audio Interview: RtI Training for School Districts (5:08)
Handout #5: District Implementation Tracking Plan

RTI Implementation

See How It Works:
•Video Interview:
Charting the Path

•Bobbie Lamond
Tri-Community Elementary
Steelton, PA

Say: *Watch as Principal Bobbie Lamond explains her role in the school's evolution of RtI. She also discusses the grade-level data team process used to differentiate instruction and the importance of staff collaboration in planning interventions.*

Find the RtI Implementation Self Report handout that is used to chart their school progress.

Media: Video Interview: Charting the Path (4:38)
Handout #6: RTI Implementation Self Report

RTI Implementation

See How It Works:
•Video Interview:
Principal's Role in Instructional Decision Making

•Deb Chiodo
Cornell Elementary
Des Moines, IA

Say: *Listen as Principal Deb Chiodo from Cornell Elementary School describes her development as an instructional leader through the use of RtI. Systematic and regular grade-level meetings are the heart of the school's RtI operation.*

Media: Video Interview: Principal's Role in Instructional Decision Making (5:45)
Handout: None

RTI Implementation

See How It Works:
•Video Interview:
Powerful RtI Training Experiences

•Deb Chiodo
Cornell Elementary
Des Moines, IA

Say: *Wendy Robinson coordinates Heartland AEA's Instructional Decision Making project. Listen as she describes training experiences that have proven to be effective in Des Moine for communication, allocating intervention resources, and determining instructional strategies based on data.*

Media: Video Interview: *Powerful RtI Training Experiences* (5:48)
Handout: None

Family and Community Involvement

- Review the handout with a partner.

- Discuss parent and family engagement at your school.
    – Is it formal or informal?

- What could you do to better inform families at your school?

Say: *Find the RtI Parent Guides handout.*

Review the handout with a partner.

Discuss parent and family engagement at your school.
        Is it formal or informal?

What could you do to better inform families at your school?

Parent and family engagement is important in improving student achievement and an important part of effective RTI implementation. The Tri-Community Elementary School staff use the Pennsylvania Department of education resources, including: a parent's guide to RTI with an overview and description of the
- framework's core features, a glossary, and resources for parents; a one-page parent fact sheet that describes the core
- characteristics of the state's rti framework; and a quick reference guide describing selected assessments and
- instructional variables (i.e., grouping, time, setting, goals) at each instructional tier.

Durham elementary School's resources, developed by the Tigard-Tualatin School District's RTI project, consist of a team meeting notice and a parent brochure. The team meeting notice, in English and Spanish, invites parents to attend a meeting to discuss their child's needs and instructional program.

The parent RTI brochure, also in English and Spanish, explains how the RTI process works and parent participation.

No Media
Handout #7: RtI Parent Guides

Establish a system-wide
framework for RtI to support the
three recommended practices.

Do What Works

Do What Works
This section offers action ideas and examples of tools to improve your own practice. This section pulls all of the ideas together from the previous three sections. These slides are indicated with an icon that displays an orange circle with an arrow in it. You will find that it is intended for specific audiences to be able to work through at their individual pace and therefore looks different than the previous Practice Summary, Learn What Works, and See How It Works sections found in this module.

Say: *The RTI Implementation Do What Works Section will provide action ideas for establishing a system-wide framework for RtI to support the three recommended practices.*

1. Universal Screening
2. Differentiation and Progress Monitoring
3. Systematic Skill Instruction

The RTI Implementation Do What Works section includes:

Actions for District Leadership Team

Actions for School Principal

Encourage school personnel to utilize the components of the Do What Works section that are needed to take their staff to the next level. Note that resources and materials from the Practice Summary, Learn What Works, and See How It Works sections are referred to throughout the Do What Works section. Also note that resources from websites are sighted and district leadership is encouraged to utilize these resources for additional information and clarification as needed.

No Media
No Handout

Three Recommended Practices

1. Universal Screening

2. Differentiation and Progress Monitoring

3. Systematic Skill Instruction

Say: "Successful RtI reading implementation in the primary grades consists of four recommended practices: Universal Screening, Progress Monitoring and Differentiating, and Systemic Skill Instruction. The "Do What Works" section will explore each of these practices through various multimedia and activities."

No Media
No Handout

Action for District Leadership Team

1. Convene school teams to learn about the phases of RtI implementation.

2. Assess school readiness level for implementing RtI components.

3. Guide teams in developing a schoolwide plan for RtI implementation.

Establish a systemwide framework for RtI to support the three recommended practices.

District Leadership Team

Say: *How can we help prepare schools for implementing the key components of an RtI framework?*

This idea for action includes:
1. Convene school teams to learn about the phases of RtI implementation.
2. Assess school readiness level for implementing RtI components.
3. Guide teams in developing a schoolwide plan for RtI implementation."

No Media
No Handout

1. Convene School Teams

- Conduct a half-day or full-day district-wide meeting with administrative school teams to learn about how to phase in an RtI framework.
- School teams should include the principal, reading specialist or coach, special education and ELL coordinators, school psychologist, and grade-level lead teachers.
- Listen to the expert interview with Dr. David Tilly to learn about three phases of RtI implementation: consensus building, infrastructure building, and full implementation.

Say "*Conduct a half-day or full-day districtwide meeting with administrative school teams to learn about how to phase in an RtI framework. School teams should include the principal, reading specialist or coach, special education and ELL coordinators, school psychologist, and grade-level lead teachers. Listen to the expert interview with Dr. David Tilly to learn about three phases of RtI implementation: consensus building, infrastructure building, and full implementation.*"

Media: Expert Interview, The Phases of RtI Implementation, David Tilly (6:12 min)
No Handout

1. Convene School Teams

- Discuss consensus building to help teams develop strategies for creating partnerships in their schools.
- Talk about the staff collaboration and infrastructure schools will need to introduce RtI implementation.
- Examine this topic further by sharing team examples about what structures are already in place in their schools that could support RtI implementation.

Say "Discuss consensus building to help teams develop strategies for creating partnerships in their schools. Talk about the staff collaboration and infrastructure schools will need to introduce RtI implementation. Examine this topic further by sharing team examples about what structures are already in place in their schools that could support RtI implementation."

No Media
No Handout

1. Convene School Teams

- Provide copies of the *Response to Intervention Framework in Primary Grade Reading Visual Diagram* illustrating the RtI components for teams.

- Identify short-term and long-term challenges facing teams in implementing specific RtI components.

Say *"Provide copies of the visual diagram illustrating the RtI components for teams to use as a reference guide during the session and as a staff training resource at their schools after the session. The diagram will be especially helpful to teams who may not be familiar with all of the RtI components. Identify short-term and long-term challenges facing teams in implementing specific RtI components."*

No Media
Handout: Response to Intervention Framework in Primary Grade Reading Visual Diagram

2. Assess School Readiness Level for Implementation

- Watch the multimedia overview that introduces three recommended practices for implementing an RtI reading framework and its components.
- Review the practices to ensure that teams have a clear understanding of the relationship between the core curriculum and tiered instruction and staff roles in providing interventions.
- Break into small groups to discuss the RtI components in more depth, beginning with universal screening.
- Provide copies of the Practice Guide, *Assisting Students Struggling With Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades*, to provide teams with more detailed information.

Say *"Watch the multimedia overview that introduces three recommended practices for implementing an RtI reading framework and its components: Universal Screening, Progress Monitoring and Differentiation, and Systematic Skill Instruction. Review the practices to ensure that teams have a clear understanding of the relationship between the core curriculum and tiered instruction and staff roles in providing interventions.*

Break into small groups to discuss the RtI components in more depth, beginning with universal screening. Provide copies of the Practice Guide, *Assisting Students Struggling With Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades*, to provide teams with more detailed information. Point out that each practice section provides guidance for overcoming implementation obstacles."

Media: Multimedia Overview, Response to Intervention: Framework in Reading
Handout: #8 School Self-Assessment: Implementing RtI Components and Practice Guide: Assisting Students Struggling With Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades

2. Assess School Readiness Level for Implementation

- Point out that each practice section provides guidance for overcoming implementation obstacles.
- Utilize the *School Self-Assessment: Implementing RtI Components* handout to guide individual teams in thinking about their schools' present capacity for implementing RtI components.
- Make an inventory of supports that are already in place, identify gaps, and specify short-term goals for staff development and resource allocation at the building level.
- Note areas where professional development might be needed to refine and improve current components or introduce new components.

Say: *Point out that each practice section provides guidance for overcoming implementation obstacles. Utilize the RtI components self-assessment tool handout to guide individual teams in thinking about their schools' present capacity for implementing RtI components.*

Make an inventory of supports that are already in place, identify gaps, and specify short-term goals for staff development and resource allocation at the building level.

Note areas where professional development might be needed to refine and improve current components or introduce new components."

No Media
Handout #8: School Self-Assessment: Implementing RtI Components

3. Develop a School-wide Plan

- Establish a building-level leadership team
  - To coordinate staff and resources
  - To facilitate implementation of components

- Provide the *Planning Template for Working With Schools* handout designed to guide school teams in developing an RtI implementation plan.
  - Identify areas of need
  - Identify next step actions

- Teams should complete at least an outline for creating a building-level team during the meeting, including identifying specific members and drafting responsibilities related to specific RtI components.

Say *"Planning for RtI begins with the establishment of a building-level leadership team to coordinate staff and resources and facilitate implementation of components such as universal screening and data collection and interpretation. Hand out the school-level planning template designed to guide school teams in developing an RtI implementation plan. The template provides a set of components and implementation options for teams to rate in terms of current status and next steps. Teams should complete at least an outline for creating a building-level team during the meeting, including identifying specific members and drafting responsibilities related to specific RtI components."*

No Media
Handout #9: Response to Intervention in Primary Grade Reading: Planning Template for Working With Schools

3. Develop a School-wide Plan

- Determine specific on-site support and resources that each school will need from the district to move forward with RtI implementation.
- Provide resources for teams to take away from the meeting and share with staff at their schools:
  – Iowa Heartland Area Education Agency (AEA): *IDM &mdash How to Get Started*
  – National Association of State Directors of Special Education (NASDSE): *Response to Intervention Blueprints for Implementation*
  – National Research Center on Learning Disabilities (NRCLD), Panel Discussion: *Looking at the Big Picture: Before, During, and After Implementing RTI*
  – Pennsylvania Training and Technical Assistance Network (PaTTAN): *RtI Implementation Manual*

Say "*Determine specific on-site support and resources that each school will need from the district to move forward with RtI implementation, including a series of professional development sessions for staff. Download copies of one or more of the following resources in DWW's "Related Links" section (see link below) of this practice for teams to take away from the meeting and share with staff at their schools:*

• Iowa Heartland Area Education Agency (AEA): *IDM &mdash How to Get Started*
• National Association of State Directors of Special Education (NASDSE): *Response to Intervention Blueprints for Implementation*
• National Research Center on Learning Disabilities (NRCLD), Panel Discussion: *Looking at the Big Picture: Before, During, and After Implementing RTI*
• Pennsylvania Training and Technical Assistance Network (PaTTAN): *RtI Implementation Manual*"

No Media
Handouts: Iowa Heartland Area Education Agency (AEA): *IDM &mdash How to Get Started*
National Association of State Directors of Special Education (NASDSE): *Response to Intervention Blueprints for Implementation*
National Research Center on Learning Disabilities (NRCLD), Panel Discussion: *Looking at the Big Picture: Before, During, and After Implementing RTI*
Pennsylvania Training and Technical Assistance Network (PaTTAN): *RtI Implementation Manual*
Link to DWW's "Related Links" section: http://dww.ed.gov/Response-to-Intervention-Reading/RtI-Implementation/learn/?T_ID=27&P_ID=90&intID=1780&t=3#tc

Establish a systemwide framework for RtI to support the three recommended practices.

School Principal

Say: *How can I ensure that RtI components are being implemented with fidelity in my school?*

This idea for action includes:
1. Meet with the school leadership team to complete a self-assessment.
2. Identify implementation areas needing further evaluation.
3. Schedule a debriefing of the evaluation results for the leadership team."

No Media
No Handout

1. Meet with the School Leadership Team to Complete Self-Assessment

- Watch the expert interview with Dr. David Tilly
- Review the three phases of RtI implementation:
  – consensus building (exploring)
  – infrastructure building (implementing)
  – full implementation (sustaining)
- Discuss issues or questions the team has about full RtI implementation.

Say: *Watch the expert interview with Dr. David Tilly to review the three phases of RtI implementation:*
-consensus building,
-infrastructure building,
-and full implementation.

The Montana Self Assessment identifies these as exploring, implementing, and sustaining

Discuss issues or questions the team has about full RtI implementation."

Media: Expert Interview, The Phases of RtI Implementation, David Tilly (6:12 min)
No Handout

1. Meet with the School Leadership Team to Complete Self-Assessment

- Use the *School Self-Assessment: Implementing RtI Components* to examine the school's level of RtI implementation.

- Identify 3-5 next steps within the MSRP action plan
  - Training needs
  - Resources needs

Say: *"Use the School Self-Assessment: Implementing RtI Components to examine the school's level of RtI implementation across key effectiveness indicators. The team should specify 3-5 next steps within the action plan, including training and resources that may be needed to strengthen individual RtI components."*

No Media
Handouts: # 8School Self-Assessment: Implementing RtI Components and #10 MSRP Action Plan

2. Identify Implementation Areas Needing Further Evaluation

- Review the self-assessment results with the leadership team.
- Identify areas where additional feedback on implementation is needed.
- Bring in expert help to conduct further evaluation of the targeted areas.
- Expert assistance could be provided through the district office, a regional agency, or other technical assistance provider.

Say *"Review the self-assessment results with the leadership team. Identify areas where additional feedback on implementation is needed. Bring in expert help to conduct further evaluation of the targeted areas. Expert assistance could be provided through the district office, a regional agency, or other technical assistance provider."*

No Media
No Handout

**2. Identify Implementation Areas
Needing Further Evaluation**

- Work together to develop an evaluation instrument relevant to the school's RtI goals, context, and targeted areas.
- Use the *School Self-Assessment: Implementing RtI Components* as a source for selecting implementation indicators to include on the evaluation instrument.
- Review additional resources on RtI effectiveness indicators
  - the *Implementing RtI Components* Pennsylvania
  - the *RtI Comprehensive Evaluation Tool* from Colorado.

Say: *Work together to develop an evaluation instrument relevant to the school's RtI goals, context, and targeted areas. Use the School Self-Assessment: Implementing RtI Components as a source for selecting implementation indicators to include on the evaluation instrument. For additional ideas on RtI effectiveness indicators, download the Implementing RtI Components from Pennsylvania and the RtI Comprehensive Evaluation Tool from Colorado.*

Assist the evaluator with logistics for conducting the evaluation, which may include individual and group staff interviews, observations, and document review. It will be important to introduce the evaluator at a staff meeting to describe the evaluation process and address staff concerns and questions about the process.

No Media
Handouts: #8 School Self-Assessment: Implementing RtI Components, #6 RtI Implementation Self Report, and #11 RtI Comprehensive Evaluation Tool

2. Identify Implementation Areas Needing Further Evaluation

- Assist the evaluator with logistics for conducting the *RIS* evaluation, which may include
  - individual and group staff interviews,
  - observations, and
  - document review.
- Introduce the evaluator at a staff meeting to describe the evaluation process and address staff concerns and questions about the process.

Say: *Assist the evaluator with logistics for conducting the RIS evaluation, which may include individual and group staff interviews, observations, and document review.*

It will be important to introduce the evaluator at a staff meeting to describe the evaluation process and address staff concerns and questions about the process.

No Media
Handout #12: RIS Evaluation Tool

3. Schedule a Debriefing
with the RtI Leadership Team

- Hold a debriefing with the leadership team to discuss the evaluation results.
- Include other key staff members responsible for the implementation of RtI components in this session.
- Compare the evaluation results with those from the leadership team's self-assessment.
- Note gaps or discrepancies, determine specific implementation needs, and develop a plan for improvement.

Say *"Hold a debriefing with the leadership team to discuss the evaluation results. Include other key staff members responsible for the implementation of RtI components in this session.*

Compare the evaluation results with those from the leadership team's self-assessment. Note gaps or discrepancies, determine specific implementation needs, and develop a plan for improvement."

No Media
No Handout

**3. Schedule a Debriefing
with the RtI Leadership Team**

- Decide specific professional development and on-site support are essential to successful implementation.
- Use the *Professional Development Continuum* to assist with determining next steps for staff training.
- Distribute an evaluation report to school staff, include
  – the self-assessment results
  – improvement plan.
- Schedule a staff meeting to review and explain results, and build in time for staff reaction.

Say "Ongoing professional development and on-site support are essential to the success of an RtI framework. Use the [professional development continuum](#) to assist with determining next steps for staff training.

Distribute an evaluation report to school staff, including the self-assessment results and improvement plan. Schedule a staff meeting to review and explain results, and build in time for staff reaction."

No Media
Handout #13: Professional Development Continuum
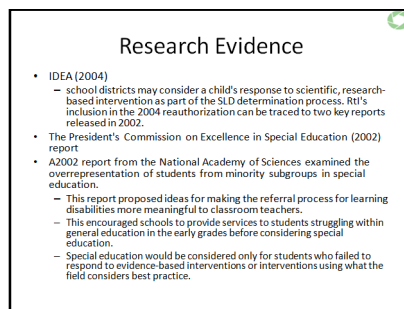
Research Evidence

RtI concepts have spread rapidly over the past decade as states, districts, and schools search for the best ways to improve learning outcomes for all students, especially those who are struggling in reading and mathematics. With passage of IDEA in 2004, schools were no longer required to use a discrepancy model to determine whether a student was eligible for services based on a specific learning disability (SLD). Instead, school districts may consider a child's response to scientific, research-based intervention as part of the SLD determination process. RtI's inclusion in the 2004 reauthorization can be traced to two key reports released in 2002. First, the President's Commission on Excellence in Special Education (2002) report recommended that educators put more energy into monitoring student progress in academic areas and less into monitoring paperwork and compliance with regulations. Second, a 2002 report from the National Academy of Sciences examined the overrepresentation of students from minority subgroups in special education. This report proposed ideas for making the referral process for learning disabilities more meaningful to classroom teachers. This encouraged schools to provide services to students struggling within general education in the early grades before considering special education. Special education would be considered only for students who failed to respond to evidence-based interventions or interventions using what the field considers best practice. In response to such reports and the opportunity afforded by IDEA, many states have adopted some type of RtI framework and now variations on implementation abound, as evidenced by the variety of terms now used to convey RtI concepts. In Pennsylvania, RtI is known as RTII (Response to Instruction and Intervention); Iowa uses the term Instructional Decision Making (IDM).

The panel's research review resulted in five evidence-based recommendations for helping elementary schools implement an RtI framework to ensure that all students in the primary grades learn to read. The Practice Guide suggests how to carry out each recommendation, including how to address potential roadblocks in implementation. However, the panel acknowledged that there are many ways to implement this process. While the panel did not directly address RtI implementation or provide research in support, implementation permeates the recommendations and key components of RtI described in the Practice Guide.

The first four research citations listed here are taken from the Practice Guide. They provide general support for RtI implementation, for example, by examining policy considerations and implementation issues to improve the educational performance of students with disabilities; recommending changes in early intervention, general education practices, and assessment processes; and presenting research findings on the development of critical reading skills.

The remaining three research synthesis citations are from The National Implementation Research Network (NIRN) and present research findings related specifically to RtI implementation and generally to successful implementation practices.

Key Research

- President's Commission on Excellence in Special Education. (2002). *A new era: Revitalizing special education for children and their families.* Washington, DC.
- Donovan, S., & Cross, C. T. (Eds.). (2002). *Minority students in special and gifted education.* Washington, DC: National Academies Press
- National Association of State Directors of Special Education. (2005). *Response to intervention: Policy considerations and implementation.* Alexandria, VA.
- National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction.* Washington, DC: National Institute of Child Health and Human Development. (National Institute of Health Pub. No. 00-4769).
- Coleman, M. R., Buysse, V., & Neitzel, J. (2006). *Recognition and response: An early intervening system for young children at risk for learning disabilities. Full report.* Chapel Hill: The University of North Carolina at Chapel Hill, FPG Child Development Institute.
- Griffiths, A., Parson, L.B., Burns, M.K., VanDerHeyden, A., & Tilly, W.D. (2007). *Response to intervention: Research for practice.* Alexandria, VA: National Association of State Directors of Special Education, Inc.
- Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M., & Wallace, F. (2005). *Implementation research: A synthesis of the literature.* Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication #231).

President's Commission on Excellence in Special Education. (2002). *A new era: Revitalizing special education for children and their families.* Washington, DC. The Commission was charged with studying issues related to federal, state, and local special education programs in order to improve the educational performance of students with disabilities. The Commission held 13 open hearings throughout the nation and listened to the concerns and comments from parents, teachers, principals, education officials, and the public. This report provides the overarching findings of the Commission.

Donovan, S., & Cross, C. T. (Eds.). (2002). *Minority students in special and gifted education.* Washington, DC: National Academies Press. The authors consider possible contributors to the disproportionate representation of racial and ethnic minority students, including early biological and environmental influences and inequities in opportunities for preschool and K-12 education, as well as the possibilities of bias in the referral and assessment system that leads to placement in special programs. The book examines the data on early childhood experience, on differences in educational opportunity, and on referral and placement. It also considers whether disproportionate representation should be considered a problem. The authors make recommendations for early intervention and general education, as well as for changes in referral and assessment processes.

National Association of State Directors of Special Education. (2005). *Response to intervention: Policy considerations and implementation.* Alexandria, VA. This book provides clear and concise background information about RtI for educators, administrators, higher education faculty, and policymakers. The Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) made important amendments to the federal special education law regarding the identification of students with learning disabilities. The book grounds RtI in law and policy predating IDEA 2004 in addition to walking the reader through the array of implementation issues.

National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction.* Washington, DC: National Institute of Child Health and Human Development. (National Institute of Health Pub. No. 00-4769). This report explains the origin of the National Reading Panel and its congressional charge. It describes the research methodology used and the findings of each of the Panel subgroups: 1) Alphabetics, 2) Fluency, 3) Comprehension, 4) Teacher Education and Reading Instruction, and 5) Computer Technology and Reading Instruction. The report also offers information provided by Panel members on reading instruction topics that may require further exploration.

Coleman, M. R., Buysse, V., & Neitzel, J. (2006). *Recognition and response: An early intervening system for young children at risk for learning disabilities. Full report.* Chapel Hill: The University of North Carolina at Chapel Hill, FPG Child Development Institute. Researchers at the Frank Porter Graham Child Development Institute conducted a literature review to identify articles that address features of Response to Intervention (RtI) in school-aged populations. Fourteen empirical articles were included in the research synthesis, and served as the research base regarding the efficacy of RtI.

Griffiths, A., Parson, L.B., Burns, M.K., VanDerHeyden, A., & Tilly, W.D. (2007). *Response to intervention: Research for practice.* Alexandria, VA: National Association of State Directors of Special Education, Inc. This publication is a response to concerns about a lack of a research base for RtI. The authors begin by reporting studies that represent the decades of research that identify problems with the traditional LD diagnostic approaches. They then categorized RtI research into the three areas of service delivery, implementation, and assessment. Finally, to advance the RtI research agenda, they identified articles that suggest areas of legitimate concern regarding RtI.

Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M., & Wallace, F. (2005). *Implementation research: A synthesis of the literature.* Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication #231). This monograph summarizes findings from the review of the research literature on implementation. The review process began by identifying literature reporting any efforts to collect data on attempts to implement practices or programs in any domain, including agriculture, business, child welfare, engineering, health, juvenile justice, manufacturing, medicine, mental health, nursing, and social services. Nearly 2,000 citations were found, 1,054 met the criteria for inclusion in the review, and 743 remained after a full text review. There were 377 out of 743 citations deemed to be most relevant, and 22 studies that employed an experimental analysis of implementation factors.